

**Due May 1, 2008**

**Iowa Department of Education  
Grimes State Office Building  
Des Moines, Iowa 50319**

***Request for Iowa Four-Year College/University  
Performance Assessment System Funds***

College/University name: Dordt College

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**Statement of Assurances**

Should a Performance Assessment System Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.

**Certification by Authorized or Institutional Official:**

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Arlan Nederhoff

Typed or Printed Name of Authorized Official

Vice President for Business Affairs

Title

April 30, 2008

Signature of Authorized Official

Date



# PERFORMANCE ASSESSMENT SYSTEM GRANT PROPOSAL

submitted

April 30, 2008

by

Ed Starkenburg

Education Department

Dordt College

to

Barry Wilson

Chair

TQE Assessment Team

SYNOPSIS. Performance Assessment System Grant. Requesting support for improving the disposition components in the data management system of the Dordt College Teacher Education Program. Request for salaries for work projected above and beyond normal expectations for faculty and staff. The work will include professional development, further development of the assessment system, and training in the new features of the system. All initiatives will be completed by August 1, 2009. Cost: \$4,750; no staffing implications. Outcome: enhancement of the disposition components of the Dordt College Teacher Education Program assessment system.

## I. Context

The Dordt College Teacher Education Program has been central to the mission of the college since its inception in 1955. We graduate around 75 students annually in teacher education. We have eight full-time faculty and six part-time faculty in the education department.

The Education Department identified twelve professional dispositions as essential for our candidates nearly a decade ago when the Iowa Department of Education required that teacher education programs articulate such dispositions. That list has remained the same since its inception. The Education Department faculty members believe that it is time we review and update our listing of professional dispositions.

Our current policy for dealing with the dispositions is as follows:

- The list of dispositions is included in our Teacher Education Program Handbook which students get as first-year students and use during their time in the program;
- The dispositions are introduced to students in EDUC 101, Introduction to Education, the first Education course that students typically take ;
- In EDUC 201, Curriculum and Instruction, students again examine the list of dispositions, do a self-assessment, and respond regarding weak areas and improvements they should make;
- When Education Department faculty members believe that a student has a problem with one or more of the dispositions, we hold a discussion at one of our regular meetings to see if others have noticed problems causing similar concern; If this discussion results in agreement that a true disposition concern exists, we complete a form describing the problem and hold a discussion with the student.

We received a grant of \$11,895 for assistance with our assessment system development during the 07-08 academic year. With this grant, we have held two workshops for our Education faculty, ordered additional hardware to assist with data entry, hired work-study assistance to enter data, and hired assistance through our Computer Services department to design a new webpage for us to use to enter data, print reports, and disaggregate data.

While we made excellent progress with the assistance of that grant, we did not spend any time or money refining our professional dispositions or the process we go through to evaluate and remediate our candidates' professional dispositions. That is the focus of this grant application.

## II. Project Narrative

The Dordt College TEP assessment system has been improved in the past year thanks partly to the TQE grant we received. We have made changes in our required artifacts, the standardized rubric, and significant changes in webpage we use as our assessment system.

While we are pleased with the progress we've made in 2007-2008, one weakness that we have discovered in our program is our disposition component. We want to improve this component during the 2008-2009 academic year and we hope to use funds from this grant application to make it happen.

First, we need to review the research on teacher dispositions. We now have a compilation of research from the TQE disposition group. We also have access to other research articles and books on professional dispositions. We will peruse this research and choose those we want all department members to read in preparation for our work on our own disposition expectations and procedures.

Second, we need to discuss this research reflectively and reconsider which dispositions we want to expect of our students. Then we need to determine our game plan for informing our students of our expectations early in the program. We also need to agree on our procedures for identifying disposition weaknesses and the way we want to work with students to attempt to remediate weaknesses. We also need a way to record/process these concerns. Based on our experience, we will not have adequate time for these discussions and decisions in our weekly department meetings. We will need to dedicate a bout 8 hours to this work so it can be accomplished well. An on-campus "Disposition Retreat" is the goal.

Third, following the decisions and plans made at the retreat, the work of implementation begins. We will meet with our Computer Services personnel to describe any changes we want to make in our assessment system to enable us to keep track of disposition concerns and the remediation progress. We will then work with them as they make progress.

Fourth, our assessment coordinator will determine what types of forms and policies will be needed to carry out our decisions. We will design these and present/approve them as a department. These will then become part of our printed and on-line handbooks. The forms for both students and faculty will be created, produced, and distributed. These forms, policies, and assessment system changes will be explained and demonstrated to all Education faculty members in a "disposition workshop" setting.

Fifth, we will need to implement these changes in disposition components at all three levels of our program. We also need to give our assessment coordinator an opportunity to work specifically on implementing the improvements made during both of the grant years, 2007-2008 and 2008-2009. With the attention on developing our Teacher Education Program and improving the assessment system, we need the opportunity to "catch up" with ourselves and completely implement the changes we've made.

### III. Action Plan

Goal	Objectives	Action Steps	Person(s) Responsible	Timeline	Budget Request
Review the research on dispositions by the TQE grant group and summarize for members of the Education Department	To utilize the findings of the disposition group in order to inform improvements in our program dispositions policies	Read through the reports and highlight and copy the sections to share with colleagues	Two members of the Assessment Committee	Completed by November 30, 2008	\$ 550 <i>(approximately 10 hours of work for each, 20 x 22.50, plus copying, \$100)</i>
Improve the knowledge base of department members regarding dispositions in teacher education	To discuss the research findings in a retreat setting; to affirm and choose the dispositions for our program	Engage in active discussion to choose the specific dispositions we want to emphasize to our students	All Education Department faculty in an on-campus retreat setting	Completed by March 31, 2009	\$2,000 <i>(2 hours reading + 8 hours in retreat for 8 department members x \$22.50; \$200 for meal and snacks)</i>
Envision an effective way to teach and remediate professional dispositions in our students	Brainstorm ways to improve our disposition policies; choose specific steps to help teach and remediate dispositions	1. Plan pro-active ways to teach students about the dispositions 2. Plan policy for identifying disposition weaknesses 3. Plan policy for working toward remediation of disposition weaknesses	All Education Department faculty in an on-campus retreat setting	Completed by March 31, 2009	No additional cost

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Goal	Objectives	Action Steps	Person(s) Responsible	Timeline	Budget Request
Make updates and changes to our current assessment system webpage to track disposition concerns	Determine what needs to be added or changed in our assessment system to implement the changes we desire	Meet with Rhonda Fopma to share the needs we've identified for the assessment webpage; offer information for Rhonda	Rhonda Fopma in Computer Services, Ed Department Assessment Coordinator	Completed by May 1, 2009	\$625 (10 hours x \$40 for Rhonda; 10 hours x \$22.50 b/w Assessment Coordinator and Assessment Committee)
Determine procedures for disposition concerns	Develop forms and protocol for tracking disposition concerns	Develop forms and protocol for tracking disposition concerns	Ed Dept Assessment Coordinator and Assessment Committee	Completed by May 1, 2009	\$225 (10 hours x \$22.50)
Share new protocol with the Teacher Education faculty in workshop setting	Plan and conduct training workshop for all education faculty.	Plan and conduct training workshop for all education faculty.	Ed Dept Assessment Coordinator and Education Faculty	Completed by May 31, 2009	\$225 (10 hours x \$22.50)
Make the changes in our system that we've initiated over the past 2 years	Implement changes in our assessment system forms and data gathering	Send requests and reminders to faculty; gather and organize required rubrics & artifacts	Ed Dept Assessment Coordinator	Completed by August 1, 2009	\$1,125 (50 hours x \$22.50)

#### IV. Sustainability Plan

The Dordt College Teacher Education Program is preparing for a state evaluation in the fall of 2009. As a result, we are aware of the requirements of Chapter 79 and the emphasis it places on the assessment system. We are working hard to strengthen our candidate and program assessment and thus our entire program. We appreciate the help the TOE grant has been to programs like ours across the state. We have attended all of the meetings sponsored by the grant, and the director of our program has been involved from the beginning in the committee work.

The work supported by our 07-08 grant and this 08-09 grant will continue beyond the funding of the TOE grant. Our department already has load credit allotted to an assessment coordinator and an assessment system designed by our Computer Services. So our work of gathering and aggregating data on our candidates and program will continue. The grants have allowed us to improve our understanding of gathering and using data to benefit our program. The grants have also helped us improve the data management system that we use. This understanding and management system will continue beyond the grant funding. We believe we will more successfully gather, interpret, and use data as a result of the improvements funded by the grants. None of this work will cease because of the absence of additional state funds to support it. We will carry on!

## V. Budget Requests

<b>Personnel</b>		
Wages	\$4450	
Expenses (Travel, Meals, Lodging)	0	
<b>Professional Services/Professional Development</b>		
Fees	0	
Expenses (Mileage, Meals, Lodging, Room Rental)	\$200	
<b>Software</b>	0	
<b>Hardware</b>	0	
<b>Supplies and Materials</b> (copying)	\$100	
<b>Phone/Mail</b>	0	
<b>Other – specify:</b>	0	
<b>Other – specify:</b>	0	
<b>Total</b>	\$4,750	

## VI. Budget Narrative

\$4,450, the largest part of this grant request, is allotted for wages toward the development and refining of the disposition components of the assessment system for our Teacher Education Program. The recipients of these wages include primarily the department assessment coordinator and members of our department Assessment Committee who work with the coordinator, providing input and feedback as the work of refining this aspect of our system unfolds. Wages are paid at the college adjunct salary rate of \$22.50 per hour.

Another recipient of these wages is Rhonda Fopma from Computer Services for her work on behalf of the department in tweaking the program assessment web page she developed last year. Rhonda's wages will be paid for work toward the goal of tracking disposition concerns and remediation as part of the data we collect for the purpose of program improvement. The specialized nature of her work requires a higher hourly wage of \$40 per hour.

The last group to receive some of the wages requested in this proposal is the Education Department faculty for the extra time they dedicate to improving the disposition components of our Teacher Education Program. Because the regular weekly meetings of the department are needed to carry on normal program work, the time to accomplish this improvement will be above and beyond that which is already required and expected of the busy faculty. They will also be required to read research on dispositions in preparation for the working retreat. These wages will also be paid at the college adjunct salary rate of \$22.50 per hour.

\$200 is allotted for expenses in this proposal. These expenses include snacks and a meal during the faculty retreat dedicated to work on improving the disposition components of our program.

\$100 is allotted to pay for the copying of important research on dispositions that all faculty will be required to read in preparation for the working retreat. The other copying cost will be forms we decide to use in the process of tracking and remediating disposition concerns/weaknesses.